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ABSTRACT

The flow of information resulting from educational research into the practical lives of professional educators is a slow and tortuous course, but an increased awareness of the role of communications can help to alleviate matters. In 1972 the Kentucky Department of Education addressed itself to the problem and instituted a statewide information dissemination program. The program sought to instill in educators a heightened awareness of newly-developed teaching materials and practices and to build a network of information services to aid in educational decision-making. K.I.D.S., as the Kentucky Information Dissemination System was called, also essayed to facilitate the trial and adoption of promising practices and programs and to create a channel of dialogue between educational problem-solvers and local and state education agencies. This document describes in detail the operation, methodology, objectives, and organizational design of the program and discusses related projects and specific personnel that may become involved in program endeavors. Areas of responsibility are described and delegated. A bibliography is provided. (LH)

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Kentucky Information Dissemination System

K.I.D.S. Links With College Educators
A Pre-service Approach to More Effective Information Dissemination Through Improved Communication.

SP 014650

Kentucky Department of Education
James B. Graham, Superintendent

K.I.D.S. LINKS WITH COLLEGE EDUCATORS: A PRE-SERVICE APPROACH TO MORE EFFECTIVE INFORMATION DISSEMINATION AND DIFFUSION THROUGH IMPROVED COMMUNICATION

Winnie McConnell

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COM 607

Dr. Robert Murphy

December 12, 1978

STATEMENT OF THE PROBLEM

The dissemination of educational and practical information has become a frequent topic in recent educational literature. Kester and Hull (1973) explain this interest when they point out a crucial failing in education: "Research and development products should be used by the intended clients, but these products are not being used to any great extent."

Cutter (NDG) in her report on dissemination activities conducted by nine state education agencies have even noted the trend:

> Recent years have seen a growing emphasis upon moving ideas, good practices, from their sources--the researcher's study or the practitioner's classroom--to other settings where they might be used.

There certainly is cause for concèrn over the extent to which the new educational programs and practices are being used. Two indications of the problem include: (1) the time lag generally existing between the development of an innovation and its adoption by educators; and (2) the burgeoning number of innovations to be disseminated.

Therefore, a major challenge to education has been the development of strategies to facilitate the adoption or adaption of educational innovations. Leadership in this continuing effort can and should come from state education agencies with their direct organizational ties to most segments of the educational community.[1]

The Kentucky Department of Education took the initiative and demonstrated such leadership in 1972. At that time, they started their statewide dissemination program, the Division of Dissemination. The program had four objectives:

(1) To create an awareness of, and interest in, new programs, practices, and materials among teachers and administrators in elementary, secondary, and vocational education.

(2) To develop a program of information services and inservice experiences which will lead to improved decision-making in education.

(3) To facilitate the trial and adoption or adaption of promising practices and programs.

(4) To create an additional channel for dialogue in current educational problems and practices between the local district and the state education agency.

Then, in 1975, Kentucky was selected by the National Institute of Education to be a national dissemination pioneer. The Kentucky Dissemination program was awarded by a State Dissemination Capacity Building Grant for the purpose of devel-

oping a statewide linkage network and gathering the information resources to support it.

The statewide linkage network operates out of the Kentucky Information Dissemination System (K.I.D.S.) in the Education Department's Office of Communication Services (OCS). The System involves two basis components: first, the Information Retrieval Unit; and, second, the Dissemination Unit, which distributes and diffuses that information (See Appendix I).

Three Area Dissemination Coordinators work out of the Dissemination Unit and each one links with a designated number of school districts (See Appendix II).

The responsibilities of the Area Dissemination Coordinators include activation and inservice of Local Linkage Teams, provision of supporting information and activities when necessary, plus the encouragement and support of the use of educational promising practices within the regions. They are also responsible for working with the local dissemination representative in each school district. Together, the Area Coordinator and the local representative identify information, programs, and practices which would be useful to other school districts.

The three Area Dissemination Coordinators are dedicated to building the capacity of local school districts to develop their own dissemination efforts.

In order to build this capacity and to utilize the services through the Dissemination linkage network, the Area Dissemination Coordinators work with one person in each school district who has been identified by the local superintendent as the Local Dissemination Representative mentioned above.[2]

"Awareness" and "interest" are essential to the effective implementation and adoption of the "new" innovation--the Kentucky Dissemination Information System or the Dissemination Unit. This has been well documented in much of the literature produced by the Dissemination Unit. Only heightened awareness and interest on the part of the Area Coordinator, the local linkage teams, the local representative, and, subsequently, the teacher can provide both efficient dissemination and diffusion of the available materials, as defined by the Dissemination Unit.

Both the technical design of the Dissemination Unit's operations and the promotional materials assimilated by the Unit offer excellent guidelines for the theoretical creation and execution of an educational dissemination system. However,

this information fails to deal with the practical problems of implementing a coordinated "awareness" and "interest" effort under the direction of the Kentucky OCSI Dissemination Unit.

Furthermore, the Dissemination Unit's current approach places the primary responsibility for improving awareness and interest on the local linkage teams and the local dissemination representative; the Unit never considers an alternative to reaching classroom teachers should a breakdown occur in this "pipeline" of communication.

Such a breakdown in the Dissemination Unit's communication with and between the local linkage team, the local representative, and the teacher has been noted by the Unit's own Director, Norman Sims, and by one of the Area Coordinators, Larry Davis. Both men cite this communication deterioration as the major reason for the teachers' slow adoption of the new innovation, and for the teachers' lack of awareness and interest in the Unit's services.

Sims and Davis suggest that the breakdown at the local district level can be attributed to two factors: (1) internal conflicts and subsequent communication problems in the school district's central office of education, thus affecting either the appointment of the local representative and/or the effec-

tiveness of his or her dissemination efforts; and (2) the absence of local personnel--either within the central office or within the individual schools--to force the local representative(s) to disseminate the Unit's materials.[3]

In other words, the dissemination and diffusion of the Unit's information has been stymied by the internal politics of the local school district's central education office, and by the individual school's non-existent oversight of the local Dissemination representative. Such fragmented dissemination of the materials would lead to and has resulted in little teacher demand, awareness, and interest for the Unit's information retrieval services.

The breakdown and dearth in teacher demand has been further documented by the Unit's most recent monthly report. According to the October 1978 report, a little less than a third of those contacted by one of the Area Coordinators actually utilized the services and requested information. Those contacted include teachers, administrators, local linkers, superintendents, and assistant superintendents. In addition, only a third of those who requested information actually received materials from the Unit (See Appendix III).[4]

As these statistics demonstrate, there is a vital need to coordinate the Unit's assembling of the materials with the actual dissemination of the information. Such an organized effort would increase teacher awareness, interest and demand for the Unit's services.

Effecting these three operational terms--awareness, interest and demand--are tantamount to the Unit's stated goals. Development of a new approach for dissemination would make the Unit's goals more accessible to educators throughout the state.

The proposed project will take a pre-service approach to increase efficient dissemination and diffusion of the Unit's information. The project will not be confined to the local linkage teams and local representatives, where the communication breakdown already exists. Rather, the Unit's dissemination and promotional functions will be expanded to include a Kentucky university's college of education.

Because of accessibility and because it is the Commonwealth's largest institution of higher learning, the University of Kentucky's College of Education will serve as the project model.

The project will examine the possible role of the teacher educator as a link between the Information Dissemination System and the student teachers, who will eventually be instructors in the school districts. The teacher educators' functions, as opinion leaders and information sources, make them a logical link in the dissemination process.

A study, conducted by education and dissemination specialists on educational assessment programs, supports this idea. They report:

> Special efforts can be made to communicate with University teachers about the assessment program. Attempts should also be made to make instructors in colleges of education knowledgeable about the assessment program so they can communicate accurate information to their students.[5]

The proposed project then will begin with an evaluation of the teacher educators' current awareness and interest in the Information Retrieval Unit and the Dissemination Unit. Based on these initial conclusions, the Unit's staff will devise, organize, and carry out a promotional and informational program, which would heighten both the use and awareness of the Unit's services.

A University Coordinator, selected by the Dissemination Unit's director, would oversee the promotional (dissemination) efforts. The Coordinator would encourage, facilitate, and assess the college educator's use of the services. How does he or she incorporate the information into classroom instruction of the student teachers? How often does the educator use the service?

The Coordinator would also probe other relevant areas. Does the educator encourage the student teachers' use of the Information Retrieval Unit and the Dissemination Unit? How? Is the educator's awareness of the services conveyed to both the student teacher and to the already established classroom teacher? Do the local district representatives and/or the Dissemination Unit receive a significant increase in the number of requests, looking specifically at the requests from teacher educators, student teachers, and classroom teachers in the model project vicinity? At the end of the project period, how does the teacher educators' role as a new local dissemination link contribute to the overall effectiveness of the program?

The proposed project, plus answers to these questions, will provide an alternative, pre-service approach to the Unit's current design. Furthermore, the project will carve a new direction for the Unit, which will encompass the dissemination

of information to today's educators and tomorrow's teachers. Only then will teacher educators and teachers, alike, begin to draw from the possible 3.4 billion pieces of useful classroom information available to them from their K.I.D.S.[6]

RELATED RESEARCH

Very little research has been carried out in assessing, communicating, and promoting the awareness and interest of any program concentrating on the educational Dissemination Unit. However, related research provided in this report offers some suggestive means for developing an adequate educational Dissemination Unit. While some of the material relates to promotion, promotion is part of the Dissemination Unit, and is crucial to heighten the awareness and interest of the teachers and educators who use the material.

Four specialists of the National School Public Relations Association, Arlington, Virginia, dealt with the educational assessment programs and the communications in both state department and local school districts, and presented a guide entitled, Releasing Test Scores: Educational Assessment Programs, How To Tell The Public. This information takes the reader through the steps of getting the word out: analyzing goals and audience needs; planning activities and resources--

human and financial; putting plans into action; and evaluating results. Included are examples of ideas, timeliness, surveys, news releases, and other practical, use-tested details.

These specialists agree that all levels of educational organization--state departments to local staff--should be involved in the dissemination process. Although they say the state department can offer strategic advice and encourage media support, they feel it is the action of the local districts which most critically influence students, parents, taxpayers, and staff.[7]

These researchers also suggested that special efforts can be made to communicate with university teachers about the assessment program. University teachers can benefit from the data in their research efforts. Generally, these teachers have not been fully made aware of what data existed.

The specialists further believe attempts should be made to make instructors in colleges of education knowledgeable about the assessment program so they can communicate accurate information to their students. It is not unusual to find a misinformed college teacher passing along erroneous information about the assessment program to hundreds of public school teachers and administrators in a year.[8]

Another assessment study was conducted by the Pennsylvania State Department of Education, and was reported in their article, Educational Quality Assessment Publicity or... Is Anybody Out there Listening...or Talking?. This study suggested what a school district might do in the way of preassessment publicity, current publicity, and post-assessment publicity regarding Educational Quality Assessment (EQA) reports. The article presented a case study of a hypothetical school district with five elementary schools, two junior highs, and a senior high which received eight EQA reports. The presentations were suggestive, not prescriptive. Sample releases, letters to parents, memos to teachers, statements to pupils, etc., were provided as examples of these different methods of information dissemination.[9]

Robert A. Mott and Helen Lauck discussed the use of satellite technology in their article, Public Information; The Plan, Its Executive, the Results. They suggested that the satellite technology demonstration (STD) attempted to use new satellite technology and low-cost ground terminals to deliver community service broadcast to rural areas.[10] This plan entailed:

(1) Designing and scheduling information dissemination at all levels.
(2) Filling requests for information about projects.

(3) Designing information for all STD activities.
(4) Coordinating STD activities with health, education, and telecommunication agencies.
(5) Developing brochures, displays, and media shows.
(6) Striving for indepth coverage of STD activities in various media.
(7) Striving as STD spokeman at various conventions and symposia.[11]

Mott and Hauck said this information service not only facilitated leaders' abilities to make decisions, but it also increased participation at the local level.[12]

The Columbus Public School formulated a handbook for the professional staff entitled, Assessing and Improving Communications About School Programs and Services. This booklet served as a practical source of assistance to school staffs who are interested in improving the flow of information from school programs and services to parents and pupils. It is also designed to help school personnel assess school programs and services, and encourage people to work together.

The first part of the booklet outlined eight steps in conducting a needs assessment, with special attention given to conducting a needs assessment in school-community communications. The second and third parts provided information which can help improve the school-community communication effort, particularly at the individual school level. The second part focused on using the printed and spoken word to communicate

information to various groups. Suggestions were given on how to use the media and the services of the school system's communication specialist. The third part was helpful in completing the process by giving suggestions on communicating effectively in face-to-face situations and obtaining feedback from various groups.[13]

Terence J. Kelly presented a paper at the annual convention of the American Association of Community and Junior Colleges, in April, 1978. His paper, Effective Promotion in a Greater Metropolitan Area, proposed that the community colleges should offer or contemplate offering television-based courses. These courses were felt to be successful in promotional efforts if the fundamental, philosophical purpose was built upon a need for expanding current educational services to a population thus far unaffected by on-campus programs.[14]

Efforts in promoting television courses should be devised so the courses do not threaten on-campus programs, and are better understood by college faculty, more adequately supported by administrators, and more efficiently utilized by students.[15]

Kelly proposed to go beyond the traditional promotion methods of the radio, television, etc., to use billboards, bus benches, bus advertisements, bumper stickers, and advertising in small community newspapers.[16]

Gerald Edward Powers proposed a general way of carrying out any promotional activity in his book, Public Relations and Publicity: Dimensions and Perspectives. Contained within his book were ten papers including articles and transcripts of panel discussions and speeches, dealing with many aspects of public relations.[17] Powers introduced several topics, all related to carrying out many aspects of promotional activity.

A further review of the literature will be carried out as a means to study other related programs and studies in the area of educational dissemination.

OBJECTIVES

The proposed model project, which will be guided by and executed under the OCS' Dissemination Unit, will involve two primary objectives. These are:

(1) To devise and establish a coordinated program which will inform and encourage college teacher educators' use of the Information Retrieval Unit and the Dissemination Unit. This program will be based on K.I.D.S.' current design and goals.

(2) To create awareness within the University of Kentucky's College of Education community as to the existence and usefulness of K.I.D.S.

In order to substantially create and increase the educators' awareness and interest, the project will include four

secondary objectives. These objectives can be stated as follows:

(1) To contact the College of Education's administrative leaders and educators, and to assess the educators' current awareness, interest, and needs in regard to K.I.D.S.' services.

(2) To determine how teacher educators can best integrate K.I.D.S. into their instruction of student teachers, including the development of training activities to enhance the educators' in-class use of the Unit.

(3) To encourage, facilitate, follow, and evaluate the educators' and student teachers' use of K.I.D.S. within the University, and ultimately within school system classrooms.

(4) To evaluate the effectiveness of this program, and then to apply these dissemination innovations to other colleges of education throughout the Commonwealth.

METHODOLOGY

Initiation of the proposed project will begin with the appointment of the University of Kentucky coordinator by E. Norman Sims, director of the Dissemination Unit in the Office of Communication Services. The University Coordinator will be responsible for overseeing the design of the entire pilot program. In particular, he or she will supervise the gathering and disseminating of the teacher educators' requested materials, thus achieving diffusion of information.

Contact with the University of Kentucky College of Education Dean Harry Barnard will be made through a formal letter from Sims. The letter will describe the overall functions and goals of the Dissemination Unit, along with an explanation of its present objective for improving all educators' usage and awareness of the information retrieval system.

A personal interview between Sims and Dean Barnard will be requested within the letter, and such arrangements will be finalized through a telephone conversation.

The purpose of the personal interview will be two-fold.

(1) It will serve to further clarify for Dean Barnard the significance and usefulness of the Unit's services for the college educators, student teachers and classroom instructors in the school districts.

(2) It will provide an assessment of prior knowledge about and interest in the Kentucky Information Dissemination System. This will establish the degree of teacher educators' need for the Unit's services. This initial need evaluation will serve as the basic criteria for developing an efficient project.

Either during the first interview or at another meeting, Dean Barnard and Sims will discuss various methods in which college educators can best inform their student teachers and classroom instructors about the Dissemination Unit's services.

Since a Kentucky's Department of Education statute stipulates that the Unit's service cannot be used to research information for any professional writings outside of the classroom, a monitoring system must be drawn up at this meeting. In the monitoring process, the Dean will oversee all information retrieval requests from the educators and student teachers, thus preventing any service misusage.

In addition, a tentative timetable will be set up between these two men by which selected representatives from the Dissemination Unit will conduct a briefing and an in-depth workshop for the University's faculty, staff and students.

Prior to education of the presentations, a ten-minute color, narrated film will be prepared by the Dissemination Unit for use as a general introduction of the services. This film will yield protracted benefits to the Dissemination Unit for future use within other programs.

The first presentation will be conducted for the University of Kentucky teacher educators, who are the primary connections between the Dissemination Unit, and the student teachers, who are the future users of the services. This briefing will introduce and clarify--for both the informed and uninformed faculty--the applicability of the Unit's services to all teachers.

Since the presentation will be the initial contact between the Unit and teacher educators, it is the crucial stage of the proposed project. This stage targets the main objective, which will stimulate these educators to facilitate a workshop within the University's student teaching orientation program.

Once the educators' enthusiasm for implementation of the informative workshop is established, the workshop's agenda will be formulated by the University Coordinator, Sims, and several staff members. A schedule will be designed and strictly followed by the Dissemination Unit's staff members, assigned to perform the student teacher workshop.

The workshop will include presentation of the introductory film, distribution of a 4 X 8-inch information card summarizing the film's content, and brief-folios containing request forms and detailed materials, plus execution of several one-hour

discussion sessions explaining various aspects of the program.[18]

The one-hour sessions will be scheduled so that student teachers can attend each discussion. Each session will concentrate on a particular phase of the Dissemination System. For example, four seminars could be devised to cover such topics as: (1) how to fill out a request form and read received information which has been processed by the Unit; (2) the historical development of the Unit; (3) rules to be followed when using the Unit's services, especially an explanation of the monitoring system; and (4) how can ERIC be best used by student teachers, including a list of popular subjects previously requested by classroom instructors.

At the seminar's closing general assembly, the Dissemination Unit's representatives will offer their assistance to the college educators and student teachers in using the Information Dissemination System.

An evaluation to assess the effectiveness of the proposed program will be carried out at the end of the school semester in which the program was first initiated. A brief survey will be distributed by the Unit's representatives to the college educators and student teachers who participated in the initial

presentations. Multiple-choice questions will investigate how many participants utilized the Unit's services; a comparison will be made between those educators and student teachers who were designated as users.

From the hand-tabulated results of the evaluations, the University Coordinator, Sims and staff members will modify this pilot project to ensure the most efficient program for future information Dissemination projects in other Kentucky colleges of education.

Planning for the proposed project will begin in April, 1979. To assure Dean Barnard's assistance in preliminary work on the project, Sims' initial contact will be conducted in May, 1979 or before the school's 1979 spring semester ends.

June, July and August will be dedicated to design and production of the materials along with development of the project format. The faculty presentation and the student teacher workshop will be conducted in August, 1979 with follow-up evaluation set for early December, 1979. This will allow time for the educators to utilize the Unit's services.

From previous personal interviews with several University of Kentucky teacher educators, it has been surmised that the

educators' increased demand and use of the Unit's services will improve executions of the local representatives' duties.[19] In addition, an increased educator appeal will motivate the representatives to view their responsibilities more seriously.

Thus, information obtained from evaluating the implemented pilot project will provide favorable evidence to further incorporate the modified Dissemination innovation to other Kentucky colleges and universities.

AVAILABLE RESOURCES AND PERSONNEL

The proposed model project will be implemented primarily by the University Coordinator, who will be selected during the planning stages by K.I.D.S. Director Norman Sims.

The still-to-be-named University Coordinator, Sims, and three project co-directors will actively organize, oversee, execute, and evaluate the pre-service dissemination program. The three co-directors will be University of Kentucky College of Communication's graduate students Winnie McConnell, Faith Cole, and Marilyn Dabney.

According to Sims, equipment, publications, materials and additional personnel needed for the project will be provided by

the OCS' Dissemination Unit, Division of Publications, and Materials Division. These organizations are located on the twenty-second floor of the Capital Plaza in Frankfort, Kentucky.

These organizations will also be responsible for determining and establishing a flexible project budget, says Sims.

Professional consultants will be available from both the Dissemination Unit and the University of Kentucky.

K.I.D.S. Director Sims, who created the original Unit, would be the most likely and essential professional aide.

Fannie H. Miller, U. K. assistant professor at the College of Education, will be the project academic advisor. Her 30-year association with the College of Education and her extensive expertise in the field of teacher education qualify her as an excellent academic consultant.

The proposed project, examining a pre-service approach to information dissemination, will be invaluable to both K.I.D.S. and to teacher educators. It will offer insights to anyone associated with effective dissemination of educational material--the professional dissemination consultant, the col-

lege teacher educator, the student teacher, and, most importantly, the already established classroom teacher. Furthermore, all involved would benefit from the improved communication "pipeline," awareness, interest, and demand initiated by this pre-service approach to K.I.D.S.

Endnotes

[1]E. Norman Sims, The Role, Purpose and Program of the Unit for Dissemination: A Position Paper, Kentucky Information Dissemination System (Frankfort, Ky.: Kentucky State Department of Education, 1978), pp. 1-3.

[2]E. Norman Sims, Helping Schools Help Children: A Guide for Kentucky's Dissemination Representative, Kentucky Unit for Dissemination (Frankfort, Ky.: Kentucky State Department of Education, 1978), pp. 1-5.

[3]Personal interview with E. Norman Sims and Larry Davis, 8 November 1978.

[4]Local Contact Report and Regional Report, Kentucky Unit for Dissemination (Frankfort, Ky.: Kentucky State Department of Education, Oct. 1978).

[5]William J. Banach, Thomas Fisher, Gus A. Crenson, and Donald L. Hymes, Releasing Test Scores: Educational Assessment Programs, How to Tell the Public (Arlington, Va.: National School Public Relations Association, 1976), p. 31. (ERIC ED 119 322).

[6]Sims, The Role Purpose and Program of the Unit for Dissemination, p. 2.

[7]Banach, et al., Releasing Test Scores, pp. 31-34.

[8]Banach, et al., Releasing Test Scores, pp. 31-34.

[9]Milton J. Schapp, et al, Education Quality Assessment Publicity Suggestions or...Is anybody out there listening... or talking?, Division of Education Assessment Bureau of Planning and Evaluation (Harrisburg: Pennsylvania Department of Education, 1974), p. 1-47. (ERIC ED 100 968).

[10]Robert A. Mott and Helen Lauck, Public Information: The Plan, Its Executive, the Results, Federation of Rocky Mountain States, Inc. Technical Report No. 0132 (Washington: National Inst. of Education, 1975), p. 1-7. (ERIC ED 115 227).

[11]Mott and Lauck, Public Information, pp. 1-7.

[12]Mott and Lauck, Public Information, pp. 1-7.

[13]John Ellis, Assessing and Improving Communications About School Programs and Services, Columbus Public Schools (Columbus: Bureau of Elementary and Secondary Education, 1975),

[14]Terence J. Kelly, Effective Promotion in a Greater Metropolitan Area, American Association of Community and Junior Colleges (Atlanta: Miami-Dade Community College, 1978), p. 1-7. (ERIC ED 154 885).

[15]Kelly, Effective promotion..., pp. 1-7.

[16]Kelly, Effective Promotion..., pp. 1-7.

[17]Gerald E. Powers, Public Relations and Publicity: Dimensions and Perspective, Publicity Club of Boston (Boston: Boston University School of Public Communication, 1973), (ERIC ED 150 604).

[18]Banach, et al., Releasing Test Scores, pp. 26-28.

[19]Personal interview with Fannie Miller and Dean Harry Barnard, 1 November 1978.

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Sims, E. Norman. The Role Purpose and Program of the Unit for Dissemination: A Position Paper. Kentucky Information Dissemination System. Frankfort, Ky.: Kentucky State Department of Education, 1978.

Personal Interviews

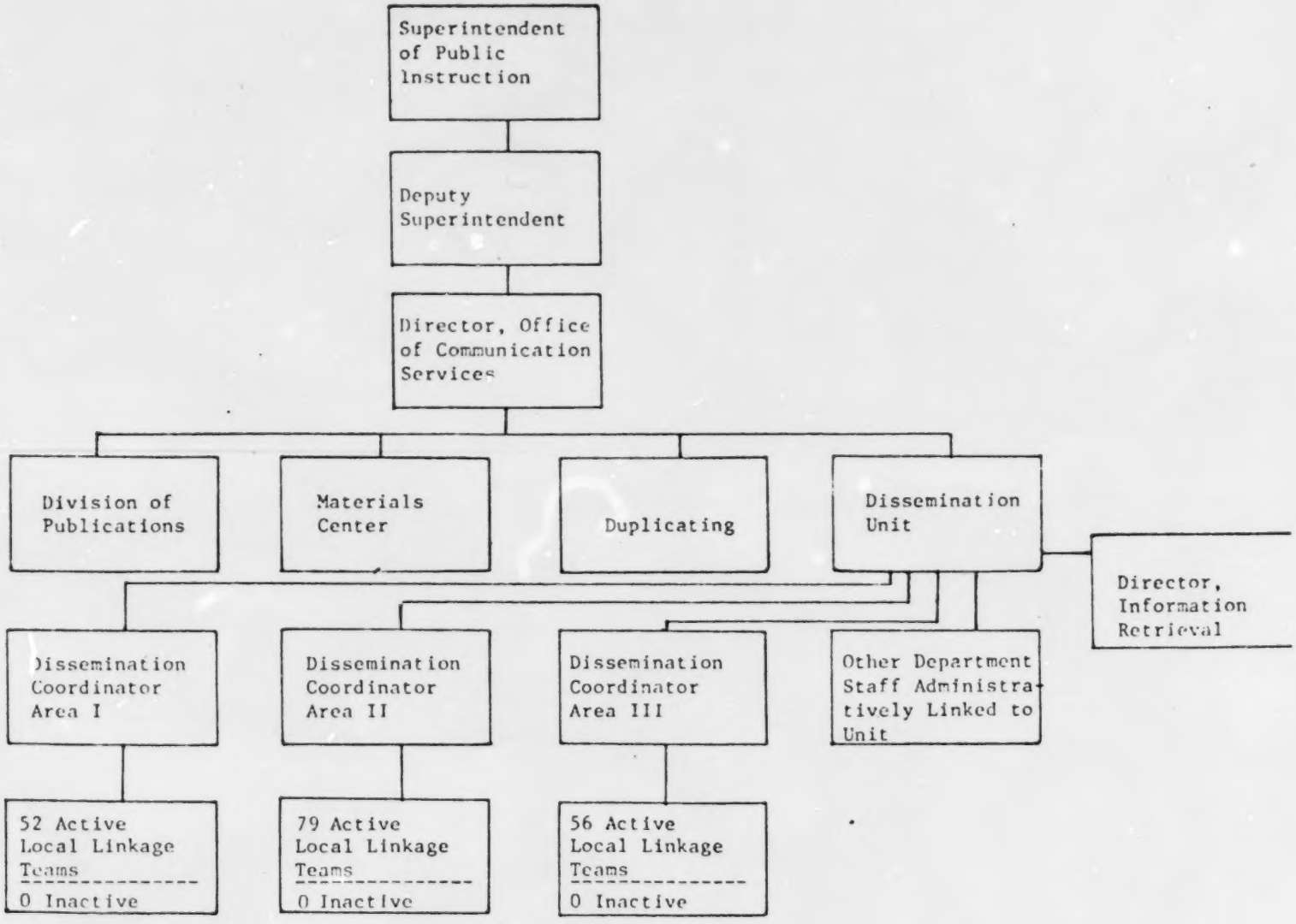
Barnard, Harry. Personal Interview. 1 Nov. 1978.

Davis, Larry. Personal Interview. 8 Nov. 1978. Miller, Fannie H. Personal Interview. 1 Nov. 1978. Sims, E. Norman. Personal Interview. 8 Nov. 1978.

APPENDIX H

CHART IV

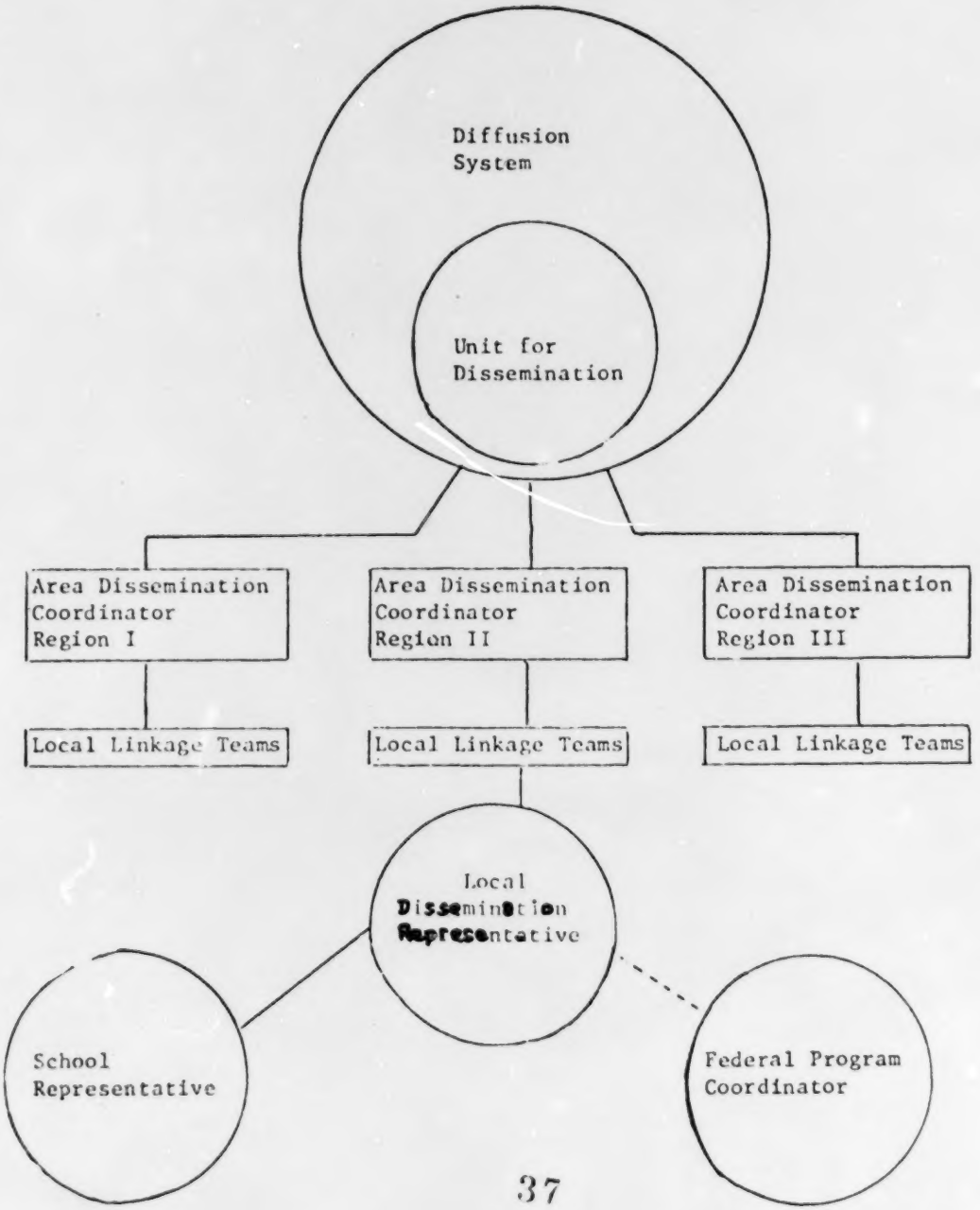
OFFICE OF COMMUNICATION SERVICES AND ITS UNIT FOR DISSEMINATION



APPENDIX II

CHART II

THE DISSEMINATION NETWORK



APPENDIX III A

LOCAL CONTACT REPORT

PERIOD ENDING 3 NOV 1978

		I DUNNING	II DAVIS	III STIDHAM
POTENTIAL CLIENT GROUP		53	84	59
POTENTIAL TOTAL CONTACTS		53	84	59
ACTUAL CONTACTS		20	55	129
AVG. MONTHLY CONTACTS		.38	.65	2.19
ADC CONTACT EFFORT		37.74%	65.48%	218.64%
ADJUSTED EFFORT		+5 42.74%	+35 100.48%	+15 233.64%
ABOVE OR BELOW ADJUSTED STATISTICAL AVERAGE				
	AMC	1.07	-.69	-.42	+1.12
	ACE	50.75%	-13.01%	+14.73	+167.89
	ADCE	125.62%	-82.88%	-25.14	+108.02
HAND & REFERRAL AND ERIC/DIALOG SEARCH PATTERN FOR PERIOD		16.	111	54
LINKAGE TEAMS IN PLACE		NONE	31	33
IMPROVEMENT OVER LAST PERIOD				
	AMC	+.5372	+.3392	+.8863
	ACE	+19.10	+45.02	+105.47
	ADCE	-35.77	-19.85	+55.60
	SEARCH PATTERN	N/A	N/A	N/A
	LINKAGE TEAMS	N/A	N/A	N/A

APPENDIX III-B

REGIONAL REPORTS

REPORTING PERIOD: OCT. 1978

REPORT	REGION ONE	LAST MONTH	CURRENT	REGION TWO	LAST MONTH	CURRENT	REGION THREE	LAST MONTH	CURRENT	PERIOD TOTAL	LAST MONTH TOTAL	TOTAL TO DATE
TEACHERS CONTACTED	30	7	37	21	32	53	41	47	88	178	←	
ADMINISTRATORS CONTACTED	54	41	95	48	53	101	13	21	34	230		
LOCAL LINKERS CONTACTED	26	7	33	39	5	44	82	47	129	206		
SUPERINTENDENTS	7	12	19	17	0	17	11	4	15	41		
ASST. SUPERINTENDENTS	4	3	7	9	0	9	0	0	0	16		
OTHERS	17	26	43	0	0	0	3	3	6	49		
REQUESTS RECEIVED	17	23	40	38	23	61	97	28	125	226		
REFERRALS MADE	3	5	8	38	23	61	7	1	8	77		
DEMONSTRATIONS	4	3	7	2	4	6	0	2	2	15		
PRODUCTS OBTAINED	13	0	13	23	0	23	2	4	6	42		
INFO PACKETS REVIEWED	3	5	8	14	12	26	0	1	1	35		
WORKSHOPS ATTENDED	2	1	3	1	1	2	1	4	5	10		
IPS REQUESTED	4	0	4	0	0	0	1	6	7	11		
RECEIVED	0	0	0	0	0	0	0	0	0	0		
SPECIAL PROGRAMS COORD.	0	1	1	0	0	0	0	0	0	1		

APPENDIX IV

THE DISSEMINATION NETWORK